

Kenyon College

Digital Kenyon: Research, Scholarship, and Creative Exchange

Project Documents

Gullah Digital Archive

2012

Lesson Plan: The Nightingale Project (grades 9-12)

Rick Kanuch

Follow this and additional works at: https://digital.kenyon.edu/gullah_documents



Part of the [English Language and Literature Commons](#)

Recommended Citation

Kanuch, Rick, "Lesson Plan: The Nightingale Project (grades 9-12)" (2012). *Project Documents*. Paper 27.
https://digital.kenyon.edu/gullah_documents/27

This Lesson Plan is brought to you for free and open access by the Gullah Digital Archive at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Project Documents by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact noltj@kenyon.edu.

Lesson Plan

Course/Grade Level:

- English / 9-12

Topic/Title:

- The Nightingale Project

Historical Time Period(s):

- Contemporary America (1945-present)

Thematic Question(s):

- Who am I?
- Where do I come from?
- Where am I going?
- What is my “Nightingale”? (motivating force)
- How can the “eight magic words” revolutionize your life?
- What can I do to use my time more wisely?
- How can I / or do I plan to, affect the lives of others in a positive way, in the future?

Standards/Benchmarks/Indicators:

- Because this is a UNIT lesson plan it will hit take nearly an entire quarter to finish, depending on the productivity of your students. Virtually every English standard is incorporated. Instead of listing them all, I mentioned several, but many more are interwoven into the project.
- Reading Standards:
 - *Use strategies to comprehend new vocabulary.
 - *Comprehend poetry using interpretive, critical and evaluative process.
 - *Use appropriate self-monitoring strategies for comprehension.
 - *Demonstrate comprehension of print and electronic text by responding to questions
 - *Discuss reading to enrich comprehension.
 - *Analyze and evaluate eight elements (Setting, Protagonist, Antagonist, Conflict, Rising Action, Climax, Resolution and Theme) in literary texts.
- Communication: Oral and Visual Standards:
 - *Give presentations using a variety of delivery methods, visual displays and technology.
 - *Listen Critically.
 - * Students will use "accountable talk" during discussions.
 - *Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.

- Writing Standards:

- *Develop writing through a process
- *Apply tools to judge the quality of writing.
- *Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created.
- *Select and use an appropriate organizational structure to refine and develop ideas for writing.
- *Prep writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.

Materials/Resources:

- Articles:

1. "You Can Master Your Time: Eight Words That Can Revolutionize Your Life" – By Joe Wheeler
2. "You Can Master Your Time: Put Your Time to the Best Use" - By Joe Wheeler
3. "You Can Master Your Time: How to Save Time" - By Joe Wheeler
4. "What We Can't Tell Freshmen" – By Timothy S. Healy, S.J.
5. "Failure Isn't Fatal" – By Reverend James Keller M.M.
6. "T.V. on Trial"

- Short Stories & Poems:

1. *Last Day on Earth* -
2. *Love of Life* - Jack London
3. *The Most Dangerous Game* - Richard Connell
4. *The Window* - G. W. Target
5. *Appointment with Love* - S. I. Kishor
6. *Sometimes I feel This Way* - John Ciardi
7. *Monty Price's Nightingale* - Zane Grey,

- Miscellaneous: Students in the class will need or need access to:

- | | |
|--------------------------|-------------------------------------|
| 1. notebooks or journals | 4. computer |
| 2. copy paper | 5. flash drive |
| 3. pens or pencils | 6. digital audio or video recorder. |

Motivation (Attention Grabber):

- The "attention grabber" is located at the beginning of the first article we read by Dr. Joe Wheeler
It is an anecdote about Gregory Smith, who inherits 500 million dollars.

Activities:

1. Discuss prior knowledge of eight figurative devices.
2. Students will take notes on and discuss the following: Setting, Protagonist, Antagonist, Conflict,

Rising

3. Action, Climax, Resolution and Theme.
4. Discuss how all of the themes contained in these stories, articles and poems have an impact on, and relate to their lives.
5. Students will discuss and write about what motivates them in life and where they hope to go in respect to career, living local, family and ethics.
6. Students will interview at least one elder family member. During the interview they are to pursue answers to the three driving questions of our project.
7. Students will deliver a four to five minute oral presentation in which they answer the three driving questions of the project: Who am I? Where do I come from? and Where am I going? which will be recorded and documented as their own oral history.

Assessment:

- Students will be assessed on a variety of criteria, including but not limited to:
 1. Class participation,
 2. Daily journal entries,
 3. Notes,
 4. Quizzes,
 5. Summary of their interview with a family member,
 6. A five to ten page paper
 7. Their digitally recorded oral presentation.

Teacher Notes:

- Objectives:
 1. Students will read a variety of short stories and articles and respond to them.
 2. Students will take fifteen to twenty minutes of silent "reflection" time daily.
 3. Students will write daily in their journals about their thoughts during their reflection.
 4. Students will interview a few members of their family community asking them the three driving questions of the project: Who am I? Where do I come from? Where am I going? The interviews are designed to compare and contrast the views and aspirations of their elders when they were young to those of the students now.
 5. Students will write a five to ten page paper analyzing: Their "Nightingale" and answering the questions: Who am I? Where do I come from? Where am I going? They will also explore how they can put time to better use in order to achieve their goals.

The Nightingale Project

What is your Nightingale? Your Nightingale can be whatever power, force, combination of forces, or internal motivation which, alone or together propel you in the direction – or lack of direction - of your life. **This**, your “Nightingale,” will be the focus of your writing.

A MESSAGE FROM THE RABBI

The Eight Magic Words (“If not now – when? If not me – whom?”) have been transforming lives for centuries. As we read various article and stories together, think about ways of integrating these concepts into your own life, and responding to them in your project; how can they be used to effect the long-term continuation of your Nightingale’s song?

THREE ETERNAL QUESTIONS

There are three great questions in life and many fail to ask them... and many there are who never SEARCH for the answers. Left unasked life will amount to nothing but an empty shell, a piece of fluff, a dry leaf floating on the wind.

They are: **WHO AM I?**
 WHERE DID I COME FROM?
 WHERE AM I GOING?

* If we remain ignorant of what we are today, how can we possibly impact today, or tomorrow? * If we remain ignorant of our roots we can never accomplish much, for we don’t even possess an identity.
* Unless we know where we are going; have a clear vision of just where it is that are going, then how in the world do we expect to accomplish anything at all?

WRITING THE PAPER

I will be checking to see that you answer and address each of the questions or issues, above, thoroughly. I will also consider how well and in-depth you responded to our readings (Did you mention them in your paper? Did you talk about them in your journals?). I will also consider the following factors:

1. Was it turned in on time, attractively packaged in a folder?
2. Was it neatly typed in the proper format?
3. Was it organized well (as specified)?
4. Were all the questions responded to carefully?
5. Were all Journal entries responded to **THOROUGHLY AND THOUGHTFULLY**?
6. Did you show proof of the “**silent time**” you were assigned?
7. Did you respond to the use of the silent time? Answer how **you feel** about silent time.
8. How do you hope to affect the lives of other people in a positive way in the future?
- Your **LEGACY**!
9. Which of the stories we read had the greatest impact on you and your Nightingale?
Why?
10. Can “the eight magic words” help you pursue your Nightingale? How? Or why not?

Silent Time: It seems the constant bombardment of our brains by the mass of media outlets is inescapable in our society. Your assignment is to escape it for 30 minutes each day. You must find a way to block all external noise possible; no music, no T.V., no internet, no talking, etc. Each day, during this time, you should focus and meditate on a different silent time journal prompt and document your thoughts in your journal.

The Nightingale Project

Your "**Nightingale**" should be divided into three primary sections, which answer the following questions:

Section One: Who am I?

- Tell me about yourself. What are your hobbies, favorite things, who are your friends, what you enjoy doing with them, etc?
- What has been your Nightingale so far in your life?
- Are there people or activities (Dad, Mom, baseball, playing an instrument, etc.) that you would make sacrifices for? If yes, who or what are they and why?

Section Two: Where did I come from?

- Discuss your heritage.
- Who are your parents and grandparents?
- Where are they from? - How did they come to live here?
- Write about the **person or people** who have had the most profound influence in helping you become the person you are today and that you hope to be in the future. ***This may NOT necessarily be someone in your family.***

Section Three: Where am I going?

- What is your Nightingale for the future?
- What are your goals in life? (career, family, etc.)
- How do you think you can, or hope to, affect the lives of other people in a positive way?
- Respond to the "eight magic words."
- Which of the stories we read had the greatest impact on you and your Nightingale? Why?

Format: (Teacher, suit to your preferences)

The Nightingale Project must be:

- Typed, double spaced and in **Times New Roman, twelve point font.**
- The margins must be set at one inch.
- Each section should begin with its' heading **bolded and centered** on the page.
- The entire final document is to **be a minimum of six (6) pages.**
- The project must follow the order shown in the outline above:
 - Who Am I? Where Do I Come From? Where Am I Going?
- Behind the student's final paper each article and story we read for the project should be NEATLY organized in the order we encountered them.
- Each student is required to have a **title page** which includes the following:
 - The students first and last name.
 - The Nightingale Project (as the title).
 - Due date of XXXX
 - Teacher's name and room number.
 - Class title and class period.
- A typed ROUGH DRAFT is due XXXX, and should be included with the final project.

Stories and Articles we will read:

Stories: Monty Price's Nightingale, Last Day on Earth, Love of Life, The Window.

Articles: Three part series titled You Can Master Your Time, By Ph.D. Joe Wheeler. Pt. 1 - Eight Words That Can Revolutionize Your Life, Pt. 2 - Put Your Time to Best Use, Pt 3 - How to Save Tim